



The University of
Nottingham

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School of Education

The National Primary SCITT PGCE

Postgraduate Teacher Training in a Consortium of Outstanding Primary Schools

www.nottingham.ac.uk/education



Gain qualified teacher status and a Postgraduate Certificate in Education (with Masters level credits) through school centred training in some of the best primary schools nationally and working with one of the best universities in the UK.

This is an intensive one year course in which trainees will complete a Nottingham University Postgraduate Certificate by distance learning, based in a school of their choice from a national consortium of around 50 schools.

The course will prepare you to teach Early Years Foundation Stage and/or the National Curriculum across the primary phase. There is a strong emphasis on giving you the knowledge and understanding to secure pupils' progress in the core subjects,

English, science and mathematics. The course will also enable you to concentrate on improving your knowledge and understanding in one of the subjects of the curriculum as a specialism, in order to develop expertise that lays the foundations of preparation for a post of responsibility in a primary school.

The course includes two 30 credit Masters level modules which may count towards a Masters programme.

Programme Information

This programme offers an opportunity to gain qualified teacher status and a Postgraduate Certificate in Education, carrying credits towards a Masters level programme, through school centred training in some of the best primary schools in the country and working with one of the best universities in the country.

A consortium of primary schools, previously recognised by OFSTED as nationally outstanding, together with the University of Nottingham, offer a one-year programme of teacher training to individuals who have:

- a commitment to teaching as a career;
- a desire to work with primary age children;
- the personal and intellectual qualities needed to be an excellent primary teacher;
- preferably at least an upper second degree;
- GCSE Grade C or above in English, Maths and Science, or equivalent, at the time of application;
- previous experience of classrooms and from this the ability to be part of an innovative and prestigious programme.

Admission Requirements

All applicants are required to hold at the time of applying a UK degree or equivalent qualification and passes in English Language, Mathematics and Science at GCSE Grade C or above or an approved equivalent qualification. We do not accept a level two numeracy or literacy qualification.

We also require applicants to have completed, or be in the process of completing, at least 10 days' recent experience in a primary school. In addition, admission to the course is subject to satisfactory medical report and enhanced disclosure clearance through the Criminal Records Bureau procedure.

You will find additional helpful information about your application, the interview process and the course on the GTTR website www.gttr.ac.uk. Go to the 'course search menu' and choose the provider N10 National SCITT in Outstanding Primary Schools.

Application Procedure

You apply online on the Graduate Teacher Training Registry website:
www.gttr.ac.uk

The Graduate Teacher Training Registry
Rosehill
New Barn Lane
Cheltenham
Gloucestershire GL52 3LZ

Applicant enquiries: 01242 227788
GTTR Helpline: 01242 544788

Applications for admission should be submitted as soon as possible after 1st September of the year preceding that for which entry is sought. Interviews are arranged from October throughout the year until the course is full.

We welcome applications from a wide variety of academic, social and ethnic backgrounds. We are committed to implementing an equal opportunities policy on admission procedures.

The School of Education seeks to respond to the specific needs of all student teachers. We are actively seeking to attract more suitable applicants from minority ethnic groups, from men and from mature candidates.

The GTTR will send your application to the SCITT Manager at the University of Nottingham, who will examine each application to ensure that our criteria are met. Prospective trainees will then be invited to a first interview at Nottingham. Interview days will occur on a regular basis, and interviewees will be informed, normally on the day of interview, whether or not they are recommended to proceed to the second stage of the interview process.

The second stage involves the consortium school chosen by the trainee. This school will be informed by the University that the student has been successful at the first stage. The prospective trainee is then asked to contact the school of choice directly to arrange an interview there. The decision to appoint the trainee to the SCITT programme will be made on the recommendation of the Head Teacher.

This is, of course, a national scheme and prospective trainees can apply to any of over fifty schools across the country that have training places available at the time of application. The second interview stage is intended to be mutually informing. Since trainees will spend a year working in their SCITT school, it is important that

they spend time in the school to assure themselves that they are comfortable with that training environment. However, prospective trainees are not offered more than one school interview.

If you choose to train with the National SCITT in Outstanding Primary Schools, and are successful with your application, you will already have made a successful start to your teaching career by becoming a trainee on a prestigious and innovative teacher-training course. PGCE training schools will demand all your hard work and commitment, spirit and imagination.

In return, all who are involved in The National SCITT partnership will work to ensure that you have a rewarding and worthwhile training year which equips you to take your place in the profession as a qualified teacher, ready to benefit the children placed in your care.

Criminal Records Bureau (CRB) - Enhanced Disclosure

All those applicants offered a conditional place on the PGCE course have to complete forms for this disclosure. In addition you will be required to disclose any previous criminal record, including spent and unspent convictions, to the School of Education.

Applicants will find full details on the GTTR website. These explain the legal position, liabilities, and duties of people applying for PGCE courses. If you do have a criminal record you are strongly advised to follow the disclosure guidance on the website before submitting your application.

In addition, admission to the course is subject to a satisfactory medical report as you are required to meet the standards for 'Fitness to Teach'.

The Course

The course contains eight components:

Study Schools

A four day summer Study School is held before the start of the course each year. The programme includes input from nationally recognised experts in primary school teaching. There is a further residential Study School of four days, prior to the start of the summer term. The SCITT employs specialist tutors to deliver these Study Schools.

Regional Training

Schools in the consortium are organised into six geographical regions. Head teachers, mentors and trainees meet regularly on a regional basis. Training that complements that provided by the Study Schools and the school-based training is organised for you at regional events. Please be aware that there will be some travel involved for these events, which are not optional.

Mentor Support

Nominated teachers from the training schools will act as your mentor. Mentors will guide you on school-based tasks and assignments, and will support you in your use of the distance learning materials, and will assist you in the completion of the Record of Professional Development.

Study Weeks

The three half term breaks, i.e. autumn half term, spring half term and summer half term, are considered study weeks. These are reading/review weeks when you will be explicitly directed to reflect upon your practice and plan with your mentor, and your areas of professional development for the coming weeks.

Teaching Practice

There are three periods of assessed teaching practice during the course, two weeks in the autumn term in your 'home' school, the second of four weeks in the spring term in your partner school and the third of five weeks in the summer term back in your home school. During these periods you will be expected to take charge of the whole class for an increasing amount of the time, but with the support of an experienced mentor. During the final practice you will be expected to take charge of the class for a full 80% of the time, as would a newly qualified teacher. Your partner school will be as close to your home school as possible but there may be some travelling involved.

School-based Curriculum Studies

In this course there is an emphasis on ensuring that trainees have a secure knowledge and understanding of the subject content specified in the document, *Qualifying to Teach: Professional Standards for Qualified Teacher Status*. This element of the course consists of teaching activities, structured observations and follow-up discussions, reading, and study activities designed to ensure that you acquire knowledge and understanding of the national curriculum subjects and religious education. It also supports your understanding of how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development. There is a particular Curriculum Studies focus in each week.

School-based Professional Studies

This element of the course consists of teaching activities, structured observations and follow-up discussions, reading, and study activities designed to ensure that you have a secure understanding of professional values and practice and of teaching, assessment and management as specified in the *Qualifying to Teach (QtT)* document. This element of the course will, for instance ensure that you can plan your teaching to achieve progression of pupils' learning, and that you acquire effective techniques for direct teaching of whole class setting. It will focus on recognising individual needs and taking account of and supporting those needs, so that girls and boys from diverse groups can make good progress. The course emphasises the working relationships with professional colleagues, and the need for the teachers to take responsibility for their own professional development.



Record of Professional Development

Throughout the course you keep a Record of Professional Development. This is a document that you use to set targets and record progress towards them, in conjunction with your mentor. These targets include the development of particular skills, and also include the knowledge and understanding which you must demonstrate to acquire qualified teacher status. The Record of Professional Development will 'feed into' the Career Entry and Development Profile which every trainee leaving training carries with them to their first post.

Age-range specialism

Schools involved in the SCITT cover the entire Primary age-range and include Infant schools, a First school and Junior schools as well as all-through primaries. Directed study time is aimed at ensuring that trainees acquire understanding, knowledge and skills for teaching and learning across the whole primary age-range. Professional studies time especially is generic to the primary age-range in all areas. You will need to demonstrate that you can meet the Standards for Qualified Teacher Status (QTS) in either Foundation Stage and Key Stage 1 or in Key Stage 1 and Key Stage 2. However, you will be invited to express an age range specialism in one of the stages and training for this occurs at school level, through the interpretation of the distance learning materials and directed teaching activities in the context of the school. Trainees are placed in their chosen key stage for their first and final practices. The second teaching practice in the partner school will be in the alternate key stage.

Study Materials

PGCE course distance learning materials provide the base of the Curriculum Studies and Professional Studies Programmes. These materials take into account the amount of time spent in schools by SCITT trainees, and refer to current government policy initiatives. There is a comprehensive Study Guide to the materials written by staff at The University of Nottingham. The Study Guide also provides a timetable and activities for moving through a list of essential reading. The Mentors offer continuous weekly support in the use of this material.

Assessment and Examination Arrangements

There are six pieces of assessed work and three teaching practices. School mentors are responsible in the first instance for the assessment of the first four assignments and the three teaching practices. You will also write a synthesis of Assignments 2, 3 and 4, demonstrating your understanding of how children learn and this together with the final assessment in your subject specialism will be submitted electronically and marked by tutors at The University of Nottingham. Mentors meet termly to moderate each other's assessments. The University of Nottingham validates the course and awards a Postgraduate Certificate to those trainees who successfully complete the assessed elements of the course. The University appoints external examiners who consider a sample of written work, and observe a sample of trainees during the final teaching practice.

Mentor Arrangements

Mentors have the key role in supporting trainees within their school. Quality assurance in respect of this role is indicated by the fact that schools in the SCITT were previously identified as 'outstanding' by OFSTED, but the mentors also undertake annual training and meet termly for updating and moderation processes.

Each school appoints a mentor who will organise regular tutorials with you, which occur during the time you are designated as being in school. One day per week is set aside for you to undertake reading, and the writing of assignments linked to the study materials. It is expected also that some time to prepare for teaching activities will be provided as 'non-contact' time while you are in the school, in line with that ordinarily offered to teachers in school.

What do the SCITT trainees say are the best things about our course?

'The school I was based in was wonderful and I was extremely welcome and immediately felt like a member of the team.'

'The fantastic exposure to hands on experience within all aspects of school life. In my home school I was immediately accepted as a member of staff and have been nurtured into the teacher that I had initially hoped to become.'

'The experience I have gained has been fantastic.'

'I have really enjoyed the year - thank you!'

'Being school based from day one; support of a mentor for the whole year; excellent support from the University of Nottingham;

'The network with all students by e-mail.'

'The time spent in school is invaluable. This allows the trainee to form good relationships with the home class and the whole school team. I also felt prepared when it came to setting up my first class in September purely because I had observed my mentor setting up her classroom.'

'For me all aspects of the training have been excellent. However, the main strength is without doubt that the course is school based. The result of spending this year in school leaves me confident of being able to enter any school and know the systems.'

The National SCITT in Outstanding Schools is highly rated by Ofsted.

The Ofsted inspection in 2011 highlighted the following as the key strengths of the programme:

- The high quality centre and regional-based training delivered by knowledgeable and inspirational speakers which enables trainees to have a good understanding of different aspects of education, such as how to manage pupils' behaviour and how to teach pupils with special educational needs and/or disabilities.
- Trainees' highly positive relationships with pupils and very good use of ICT to capture pupils' interest in lessons and to motivate them to learn.
- Trainees' knowledge of and ability to teach phonics (letters and the sounds they make) and reading.
- The system of joint observations which enables the provider to make accurate assessments of the trainees against the Standards and which provides an accurate basis to judge trainees' achievement.
- Trainees' good use of strategies to monitor and assess pupils' understanding and learning and to use this to plan and teach lessons

Other comments made by the inspection team were:

In each of the last three years the proportion of trainees assessed as good has been over 85% and the proportion judged to be outstanding has improved significantly from 18% in 2008 to 42% in 2010. The large majority of trainees teach good lessons. During and after lessons trainees used a variety of successful methods to assess and monitor pupils' learning.

Newly-qualified teachers, in the national annual survey conducted by the Teacher Development Agency, rated their approval of the quality of the training as well above the national average. Similarly, their rating of other aspects of the training was high, including how to achieve progression for pupils; their preparation to teach pupils of different abilities; preparation to monitor, assess, record and report pupils' learning; preparation to work with colleagues, professionals and parents and carers; and their preparation for safeguarding pupils.

There are good systems in place to quality assure the training and very good procedures in place to regulate provision. The system of joint observations enables the provider to make accurate assessments of the trainees against the Standards and provides the partnership with an accurate basis to judge trainees' achievement.

Financial Incentives and Fees

For information on fees for 2012/13, please visit the University of Nottingham finance website

<http://www.nottingham.ac.uk/fees/tuitionfees/postgraduatetaughtcourses.aspx>

For information on funding please refer to the TDA website

<http://www.tda.gov.uk/get-into-teaching/funding/training-in-england.aspx>

and the Student Finance website

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm>

The SCITT Team is based at The University of Nottingham

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2012-13 Study School Dates

The National Primary SCITT programme begins on 28 August 2012 with a one week Study School here at Nottingham and the trainees return for a week at Easter.

The dates for 2012-13 are:

Tuesday 28 August - Friday 1 September 2012

SCITT Summer Study School

Monday 25 - Thursday 28 March 2013

SCITT Easter Study School

All trainees are required to attend both events.

If you do have any further queries after reading the prospectus, you will find more information on our website www.nottingham.ac.uk/education and on the GTTR website at www.gttr.ac.uk. Additionally you may want to contact our SCITT programme Administrator (details above).